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AUTHOR Haveman, Jacqueline E.; And Others
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ABSTRACT

At this symposium on career education and the school counselor, three researchers spoke about a project on which they have been working which involves field-testing and evaluating 61 career education units that are to be infused into the present public school curriculum, K-12. This project explores the implications of the school-based model as it relates to the role of the school counselor. The first speaker was Jacqueline E. Haveman, who gave an overview of career education and school district responses to it. The second speaker, gordon K. McLeod, discussed "The Infusion of Career Education Into Existing School Subject Areas." The third speaker, Jeanette Wheeler, discussed "The Role of School Counselors and the Comprehensive Career Education Model, CCEM." These three speakers were from the American Institute for Research. To conclude the symposium, Garry Walz, the director of the ERIC Clearinghouse for Counseling and Personnel Services, addressed the participants about career education. (SE)

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# CAREER EDUCATION AND THE SCHOOL COUNSELOR

Jacqueline E. Haveman

Gordon K. McLeod

Garry Walz

Jeannette Wheeler

Robert Wise

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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P.O. BOX 1113. PALO ALTO, CALIFORNIA 94302 (LOCATION: 1791 ARASTRADERO ROAD) ☐ TEL. (415) 493-3550

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# INTRODUCTION

Robert Wise
National Institute of Education

As chairperson, it will be my pleasure to introduce Jackie Haveman, Jeanette Wheeler, and Gordon McLeod who will discuss some of the work they have been doing on a particular career education project in California. After their remarks, it will also be my pleasure to present Garry Walz of the University of Michigan, who is presently the director of the ERIC Clearinghouse for Counseling and Personnel Services.

The three speakers will discuss a project they are working on which involves field testing and evaluating 61 career education units that are to be infused into the present public school curriculum, kindergarten through grade 12. This project is funded by the National Institute of Education. It is the culmination of several years of development, evaluation, and dissemination under one of the career education models that was originated at the Office of Education about four years ago, and, then transferred to the National Institute of Education in 1972.

If you have been following the history and development of the career education idea and movement, you will recall that there were four models that the Office of Education originally designed and funded. The first model was the School-Based Model, also called the Comprehensive Career Education Model. The second model was the Employer-Based Model. It is now called the Experience-Based Model. The third model, Model Three, was the Home-Based Model and was aimed at counseling adults through communications into the home. And the fourth model was a Rural-Residential Model which counseled and helped prepare families for career development and career changes.

The purpose of this program today is to explore the implications of the School-Based Model as it relates to the role of the school counselor. The speakers do not intend to simply describe their project, but rather to relate the model, the School-Based Model, and the program, the units that they have developed, to the concerns of the guidance and counseling function in the school.

Career education is a concept; it is a movement to which both teachers and counselors subscribe. Career education needs both teachers and counselors. It makes sense, then, that we consider not only how the counselor relates to career education within his or her own domain of expertise in counseling, but also how the counselor relates to what happens in the name of career education in the classroom.

Before I introduce the speakers, I want to take just a minute to brief you on the history and status of their project. The material they are presently revising and readying for a national field test next year are from a set of over 140 units that were developed at the Center for Vocational Education at the Ohio State University, Columbus, Ohio. Last year, 45 of those units were field tested, revised and prepared for publication. They are now being published. You should contact the Center for Vocational Education if you want to review and purchase the first set of these CCEM curriculum units. Sixty-one of the remaining units were then transferred to the American Institutes for Research in Palo Alto and are now in the process of being revised and readied for the field test.

We have a few units here to show you. I hope you'll come up later and take a look at the materials that the speakers have brought with them. They are the first set, or prototype units, that are coming out of their revision process. This prototype set will serve as a guide to the revision of the remaining units that AIR has in preparation for the next year's national field test. I think that is enough introduction and I would like to present Jackie Haveman who is going to speak about the Comprehensive Career Education Model and report to you on its acceptability.

# OVERVIEW AND SCHOOL DISTRICT RESPONSES TO CAREER EDUCATION

Jacqueline E. Haveman
American Institutes for Research

## Overview

During the course of my presentation I would like to cover two somewhat disparate topics. First, I would like to provide a brief overview by exploring the notion that career education, and the Comprehensive Career Education Model, in particular, provides a common ground for activity for all participants in the educational process. However, I will focus on the role of the guidance counselor. Secondly, I would like to describe how we at AIR have used this common ground theme to guide our work on the CCEM project and I will describe our school district acceptability study.

Before I begin I would like to briefly and broadly define my terms. For career education, I will paraphrase Corrine Reider's definition and say that it is the development of skills and knowledge that will enable a student to interact with the economic sector. CCEM, the Comprehensive Career Education Model, fits into the Model 1 classification of NIE's four models. It is the school-based model and, as such, infuses, or integrates career development goals into the regular school program. The concept of infusion is an important characteristic of this model and as such is crucial to what I think is the role of the counselor in a career education model. Dr. McLeod will elaborate on the infusion concept later in his paper.

I would define a teacher's role in a career education curriculum, or any curriculum for that matter, as one of aiding the student in the development of knowledge and skills. To define the counseling role, I like the framework in which guidance activity is said to involve counseling students, consulting on ideas, and coordinating resources. Although they didn't, to the best of my knowledge, place these activities in any hierarchical order, I have the impression that the counseling activity in which one can work directly and assist students is somehow the more satisfying one.

Using this framework, I tried to recall what role my school counselor had played in my own academic or career pursuits. All I could remember was that I

went to him, or he came to me, about college catalogs, scholarship information, standardized test score information, or job description information. So I guess he functioned mostly as a coordinator of resources. That is, he was a source of information but not much more.

And I wondered if, perhaps, this role or type of major activity hadn't changed since the fifteen years when I was in high school. However, last week I was in a San Francisco junior high school talking to the counselor about CCEM when he was interrupted by someone who left him several pamphlets about careers in the medical profession and by his student teacher who wanted to know how to disseminate some test score information. So there are at least some counselors who are doing the same things as a decade ago. But, in a comprehensive career education curriculum I feel the counselor's role will not be as circumscribed by this information dissemination focal point.

There are several characteristics of a comprehensive career education program which I think will mean not only the counselor will have to work with students in a different manner, but also that their role will be improved--that is, they will have more time for counseling. The role that is probably the most satisfying.

First of all, the model and the curricular materials are based on career development theories that spring directly from the work of guidance personnel such as Super, Ginzburg, and McDaniels. For example, the CCEM model is broken down into CAREER AWARENESS, CAREER EXPLORATION and CAREER PREPARATION STAGES. Further throughout these three stages, eight development concepts or themes provide the theoretical rationale for the curriculum activities. These eight are:

1. Self Awareness --→ Self Identity
2. Educational Awareness --→ Educational Identity
3. Career Awareness --→ Career Identity
4. Economic Awareness --→ Economic Understanding
5. Decision Making --→ Career Decisions
6. Beginning Competency --→ Competency Skills
7. Employability Skills --→ Career Placement
8. Attitudes and Appreciation --→ Self and Social Fulfillment

Thus, the materials follow a developmental sequence which coordinates and reinforces the activities of guidance personnel.

Moreover, a comprehensive career education model is based on a decision-making model. Students are viewed as having to make important decisions about their career roles throughout their academic endeavors (and continuing into adulthood). Career choice involves more than matching jobs and abilities. The school counselor will play an important role in this decision-making process. As Super describes it, the counselor will help students make reasoned decisions based on the widest possible accumulation of both self and environmental knowledge.

In a career education curriculum they will really be able to do this. The real advantage of the CCEM is that it infuses career information, career information seeking skills, and decision-making skills into the regular curriculum. For example, when students learn about weather in science, they may also learn about meteorologists. In social studies, they may also learn about decision making. In English, the *Dictionary of Occupational Titles* may be an important reference book. I think this is the key that will allow the improvement in guidance role, as it will eliminate the time-consuming, more mechanical, information disseminating function and the counselor will be free to go on to other activities.

Finally, in a comprehensive model, the counselor will have a basis for a non-crisis relationship with students. Counselors will be involved with students throughout their academic endeavors and not just when there is some problem that has to be solved.

Thus, I feel, career education sets up a common ground for coordination and cooperation between counselor and teacher. And although I've been pointing to the fact that counselors stand to benefit, we shouldn't forget that teachers will also gain much. For years, teachers have been making education more interesting to students by relating subject matter to the real world. A comprehensive career education program would put these instructional activities into a coordinated sequence and provide the resources which would help teachers carry out their roles. Thus, the teacher's role should be more satisfying.

## School District Responses to Career Education

I would now like to describe how we have used the common ground theme to guide AIR's involvement with revision, field testing, and eventual publication activities of the CCEM teaching units. In the first phase of our project, we wanted to obtain information that would enable us to appraise the acceptability of the CCEM materials to meet the needs of school personnel and publishers. We understood, that at the completion of our project, these groups would ultimately be responsible for the publication, adoption, and utilization of the materials.

To obtain the desired information we carried out acceptability studies in which we obtained reactions to the unrevised CCEM units. The first study consisted of a review of the materials by classroom teachers; the second consisted of a review of the sample units by school administrators. A common set of review materials consisting of three Sampler units, as we got them from the Center for Vocational Education, and evaluation forms were used in both studies. I would like to concentrate on the national sample of school administrators because it is this study in which counselors had direct input into our project.

In the school district survey, we asked school district administrators across the continental U.S. to evaluate the three Sampler units. The survey sample consisted of the two groups: the first was a .5% random sample of all operating K-12 school districts (a total of 54) and the second was the 13 largest school districts in the U.S. (this group represents the ten largest cities and the ten largest districts). Many of our evaluators in this sample were also guidance counselors who had administrative responsibilities for implementing career education.

This survey served two purposes. The first was to obtain reactions to the units. The second was to assess the level of interest in career education. We wanted to find out what needs and types of career education activity were typical of administration at the local level. We understood that adoption of the CCEM materials would ultimately depend on local school districts' interest in the published units. In carrying out this survey, we used a somewhat atypical survey procedure. In addition to obtaining a paper and pencil evaluation, we

also had a telephone interview with each evaluator to obtain more informal observations.

Results

The results of the survey were very encouraging. The units elicited very positive responses over the substance of the activities. Administrators were also very positive about the format of the units in which teacher tasks, student tasks, materials, and evaluation procedures are carefully outlined. The major criticism of the units centered around their length. The administrators were concerned that the materials would not be easily infusible into the curriculum if the units took 15 to 20 hours teaching time. They seemed to be particularly interested in materials that were short and useable by teachers who did not have a background in career education. This obviously also points to a role for the school counselor in providing a career education framework to teachers.

We also found from this study that there was a high degree of interest in career education. Even in those districts where the evaluator was less than positive about a particular unit, they were still very interested in career education and career education materials. More than 90% of our sample indicated interest in field testing the CCEM units next fall.

The results of this study provided valuable guidance to us in shaping our project activities. If there is one thing that we learned, it is that we must have units that are flexible and easily infusible in the regular school curriculum. With this goal in mind, our writing staff is currently revising the units and we have a few samples of revised modules here today.

During the 1975-76 academic year, we will field test the revised units in a national sample of classrooms. During this field testing phase we will be working closely with guidance counselors who will serve as contact persons and coordinators for our activities.

In this presentation I have tried to briefly outline how a career education program will benefit the school counselor and how we at AIR have attempted to ensure that guidance personnel have input into our activities. So far, considering the developmental model underlying a school based career education program and on

the reactions of school personnel to our revised units, we at AIR have been reinforce' in our feeling that there is a great deal of potential for career education, and the CCEM materials in particular, to provide a much desired and needed thrust in American education.

Dr. McLeod, the next presentor, will outline how we view the infusion concept. Finally, Jeannette Wheeler will describe in more detail the guidance units in the CCEM curriculum.

# INFUSION OF CAREER EDUCATION INTO EXISTING SCHOOL SUBJECT AREAS

Gordon K. McLeod
American Institutes for Research

Various patterns can be found for the installation of career education. These patterns can be associated with stages in the development of a total program of career education in a school system. The implementation pattern in a school can be used as a measure of commitment to career education by a school at a particular time. Goldhammer and Taylor* have identified four patterns or stages of installation.

The first stage involves the institution of activities having a career focus. These activities tend to be outside the regular curricular offerings but, at the same time, coordinated to some degree with these offering. I am thinking of such activities as field trips to businesses or industries, career days, and guest speakers on career topics. Of course, activities such as field trips are not new in schools. However, the emphasis on a trip to the bakery in second grade, for instance, may have changed in recent years from focus on the process of making bread or on the products of the bakery to a focus on the workers involved. Such activities are a beginning, but because they are extra-curricular they cannot effectively provide for the career needs of students. In other words, the activities do not provide a systematic approach to career development that can help a student to bring together all of the knowledge about himself and the world of work which is eventually necessary for making mature career decisions.

The second stage of installation is that of integrating certain materials on career education within existing courses. For example, a unit on careers in the communications cluster can be incorporated into a language arts course by featuring the formation of a class career education newspaper where emphasis can be placed upon research and writing articles on careers at the same time that jobs on the newspaper are carried out by class members; thus, research and writing skills are advanced while knowledge about careers is acquired. This

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*Goldhammer, K. and Taylor, R. Career Education: Perspective and Promise. Columbus, Ohio: Charles E. Merrill, 1972. pp. 293-294

approach can be very effective. However, in this pattern, information is generally presented in discrete academic modules, and career education concepts may be subordinated to academic objectives. In any case, presentation of career education concepts may tend to be fragmented and haphazard, especially beyond the self-contained classroom of the elementary school. It seems clear that a student who depends upon several teachers for his or her doses of career education may end up with a very unbalanced or incomplete program. Nevertheless, this pattern of installation is the most common one in these early days of career education implementation since it requires little restructuring of the regular curriculum. Our CCEM materials were developed to be used in this pattern of implementation. I shall return to give a closer look at the CCEM approach shortly, particularly with regard to our strategies for overcoming the defects inherent in this approach. However, let me first mention two other installation stages.

According to Goldhammer and Taylor, a third stage of commitment is to provide a separate career education sequence of courses from kindergarten through high school which takes into account principles of developmental psychology and provides continuity in the teaching of such basic elements of career education as self-awareness, knowledge of the world of work, and decision-making skills. This pattern offers a systematic approach to career development and implementation of a total program without significantly upsetting the established course pattern. However, therein lies a weakness since the result may be the division of the educational program into two uncoordinated parts. The result may be a failure to attack basic issues that are related to the development of a relevant and total educational program and a failure to require a student to apply the basic academic disciplines in finding career relevancy throughout his or her entire program. But it is encouraging to know that many schools in all parts of the country have moved to a degree of commitment that is evidenced by the implementation of a sequence of career education courses.

The final step in commitment is the total restructuring of the curriculum around the career development needs of all students. In this fourth pattern, the total instructional resources of the school are mobilized to achieve these career development needs, and career education permeates the entire curriculum. There are not many schools which have a professional staff that is trained and

ready to implement such a total program. However, as such professionals become available, schools can consider the option of total reform as a means of responding to the individual needs of students and to crucial social issues of the day. In fact, a new high school founded along these lines began operation one month ago near Sacramento, California. Among the guiding concepts of Mesa Verde High School are the following:

- Students will receive the usual academic courses, but within the context of a student-selected career framework
- Students will be encouraged to acquire employment as a part of the curriculum, especially in areas related to their needs and interests. They could spend considerable time off campus performing work in which they are learning academic or career oriented skills.
- Students will graduate with at least one marketable skill, yet also be qualified to attend college.
- Students are organized into corporations to sell products and services (e.g., rent-a-plant, media production, jewelry, ceramics).
- The corporations fall under five clusters, with a teacher advisory board for each: vocational-technical, business, recreation-entertainment, humanities, math-science.
- Courses are organized in the three-week periods and there is absolutely open entrance and exit.

Of course, those who have planned for and founded Mesa Verde High School have had an enormous advantage. They have been able to start from scratch rather than to attempt to turn an established curriculum around.

Whether your school district is financially or emotionally ready for something as revolutionary as this or whether it is now moving into career education in a more modest way, the materials which are the focus of our project at AIR can be valuable. As I indicated earlier, the materials which we are now revising are intended to be integrated within the existing curriculum. Thus, we have a large number of instructional units that are related to social studies in grades K-12 and another large number that are related to language arts. We have a lesser number related to science, mathematics, and the arts as well as several related to guidance. The guidance units will be discussed at length in a later paper.

What exactly does it mean to infuse or integrate or inject career education material into the regular curriculum? It's really a bit more than recognizing, for example, that surveyors use mathematics so let's introduce the career of surveying in mathematics class. We have found that most teachers are concerned

that the demands for their time are already so great. Many of them now feel that there isn't time to prepare for and teach everything that should be taught. And here someone comes along with still another demand, a career education unit to be taught. What should be left out? As long as the instructional unit can be substituted for something already in the curriculum in such a way that all the original objectives are still mastered, then the teacher will not hesitate to use the unit. However, if using the unit means crowding something out that the teacher values, then the game is lost before it begins. It then becomes likely that either the teacher will use the unit grudgingly, thereupon doing a poor job of teaching it, or the unit won't be used at all. Of course, this is no way to implement career education. Thus, until teachers have stronger mandates from their administrations to teach career education--in other words, until schools are at stage three or better--it seems crucial to have career education materials that can combine with, rather than crowd out, units that are already in the curriculum.

We have taken as our first guiding principle as we revise the instructional materials that we have inherited from CVE: *Combine with, rather than crowd out, traditional subject matter.* Of course, it is more difficult to implement this principle where there are constraints on us to revise materials rather than to develop entirely new materials. It is also very difficult to infuse some career education concepts into the regular curriculum without doing some displacement. Thus, we have taken as a second guiding principle: *Infuse each career education concept by using a variety of alternate learning activities across several subject matter areas.* This will give teachers, especially at the elementary level, the chance to choose the area of the regular curriculum in which infusion would, on a particular day, be least disruptive (if that word isn't too strong).

Let us look at two examples to see how these two principles can be applied. Suppose the career education objective were: *The students will become aware of the worker qualifications related to performing the basic tasks of various occupations.* In order to infuse this objective, we might go to the bank of objectives for the regular curriculum and find in mathematics at the upper elementary level the following: *The student will be able to describe or apply the process of estimation for obtaining answers to numerical calculations.* The following objective could be written which encompasses the mathematics objective

and puts it in a career education context: *The student will be able to describe how a worker uses estimation to complete an occupational task.* Thus far, our first principle of infusion has been applied. Let us apply our guiding principle in selecting learning activities. One learning activity could involve a field trip to the construction site of a house to learn how a construction foreman uses estimation in making certain rough measurements or in determining the amount of flooring to order for a room, for instance, or in bidding for a job. Another learning activity could involve a visitor to the classroom (a carpet-layer, a painter, or a carpenter) who could explain or demonstrate how he or she estimates areas before making requisitions. Another activity could be an introduction and explanation by the mathematics teacher of the applications. Not all of these activities need be selected. Then, an activity which follows any of these three activities could be simulations or problem situations presented to the students on cards in which they would actually carry out an estimation for an occupational task.

Note that the infused student objectives are more alive, more relevant, and more meaningful in that the focus is upon normal situations and applications in the real world. Also note the use of community resources to accomplish this, an important approach in career education programs. Also, community/parent involvement does much to reduce the cost of new programs.

The example just presented does not illustrate very well the flexible infusion of a career education concept across subject matter areas. Consider a fairly broad instructional goal in a career education context: *The student will be able to recognize similarities and differences of social groups in terms of basic needs and understand how some of these needs are met by service occupations.* A variety of learning activities could be used to achieve this goal. In social studies class, people in a non-familiar culture (such as an African tribe) could be studied and services performed within the group could be identified--or service occupations could be contrasted between an urban and rural setting. In language arts class, the students could imagine life in the future and write want-ads for services required by the community--or they could read passages about Huckleberry Finn and determine service occupations that existed then and are now obsolete; or which exist now but not then. In art class, they could make a collage of tools used by persons in service occupations, either in the past or at present. In

mathematics class, they could make a large map of their neighborhood or town shopping center(s)--making the actual locations of service establishments, they could then work problems concerned with distances travelled by service trucks to various residences. They might also make a walking tour of some establishments, using reduced versions of the map. A teacher could select one or more of these activities to pursue the broad goal.

## Conclusion

Infusion in the broadest sense is a process of integrating career development goals and content with current subject matter goals and content to achieve a comprehensive career education program. It has the objective that the substantive content of career education and the basic educative skills which form the heart of education can both be made most meaningful to pupils if they are combined. A key element in the infusion is the use of community resources. And the approach has the motivational advantage of helping students to see some relationships between that which they are being asked to learn in school and the occupational society of which they will ultimately be a part.

# THE ROLES OF SCHOOL COUNSELORS AND THE CCEM PROGRAM

Jeanette Wheeler
American Institutes for Research

Are the young really being prepared for a productive adulthood in a world where change is the only constant? Can the historic conceptualization of schooling create workers who must mold themselves to fit specific jobs, and simultaneously encourage students to choose careers that fit their abilities and interests? Businesses and industries are calling for the conformity of "model citizens" and at the same time are bemoaning the lack of skills in their hirees. As educators we have to face the problem of planning for insecure jobs in an unpredictable future. And, in the middle of the storm are the disenchanted students from all socio-economic levels and geographic areas asking, "Why study or learn anything?"

Of course, there are no pat answers or panaceas for these problems, but a comprehensive career education program has the potential to become the most realistic link between the classroom and the world of work, providing "relevance" for students and "accountability" to the community. Those two overworked words do have meaning in this instance. And guidance personnel, who are committed to education, involved with the community, and intimately concerned with students, are the best prepared to become the advocates of career education. This means that school counselors would be charged with the mission to promote and encourage career education, and to guard its concepts from meaningless dilution.

## The Changing Roles of School Counselors

If guidance and counseling personnel are the most logical choice as adults who can provide students with methods to cope with change, then they, too, must change themselves. Their roles need to expand in three areas--counseling, consulting, and coordinating. Expansion does not mean diffusing energies, but rather refocusing them toward an efficient use of time and talent.

Counseling will most likely remain as the primary role, but the shape it assumes can be modified. Counselors who spend fewer hours as schedulers and

administrators will be able to work more intensively with small groups and in classrooms. They still must fill the position as dispensers of information on careers. They must continue helping students to become aware of their strengths, capabilities, and options in school and out. But the walls of their offices also need to expand to include classrooms, students' homes, and the community. Those opening walls, however, can also let in untapped sources of help, information, and support.

This leads to the second part of a counselor's role--that of consulting. Teachers can become the strongest allies for guidance personnel simply because their contact with students is more constant. In a sense, teachers could be considered professional paraprofessionals in guidance, melding the instructing and guiding functions into one. Unfortunately, parents too often are neglected as allies, and their contacts with school are limited to painful crisis situations. By using preventative measures, counselors can enlist the aid of parents in an advisory capacity, as resource people, and as avid supporters of career planning. After all, no other ready-made group of adults could be more concerned with having young people happy, successful, and self-supporting. One way counselors can encourage parent involvement is to stagger office hours or even locations so that groups of working parents can meet during evening hours at less threatening sites than schools.

All of these innovations necessarily require coordination, the third major role of counselors. Many community agencies, staffed with highly qualified people, already exist and offer services which could be valuable to students. For example, local mental health associations, Y.W. and Y.M.C.A.'s, Boys and Girls' Clubs usually offer counseling rap sessions which deal with self-awareness and career planning. Business, labor, and industry in many areas of the country are open to work/study projects which promote career exploration. It is said that young people learn more outside of school than they do inside. Reinforce that learning by redirecting students toward interactions with their own communities.

The multi-faceted role of school counselors is not an easy one, and at best, only small parts of the many goals may be achieved. But one function, that of an active collaborator, is within reach through the infusion of career education.

It has been pointed out that, through infusion into the regular curriculum, the serious mission of promoting career education can be carried out by classroom teachers. Teachers who are preparing material for 150 students each day, however, will most likely object, and rightly so, to still another demand on their time. Nor should guidance personnel, infusing career education into the standard curriculum, be expected to be familiar with all subjects taught at every grade level. Therefore, combining the efforts of counselors and classroom teachers into a team-teaching approach is one efficient and practical answer. For example, the auto mechanics instructor and the counselor together, building on their individual strengths, could impress on students the close relationship between employability skills and personal work attitudes.

But, in addition to the infusion process into the academic and vocational curriculum, separate guidance classes should be taught by counselors who can intermesh vocational training and skills with the affective domain. Technical knowledge alone cannot ensure employment for high school graduates or enhance their promotion possibilities. The specific techniques for writing resumes, filling out applications, and interviewing are equally necessary for successful employment, and many career programs do incorporate these areas. However, building interpersonal skills and developing good work relationships are sadly lacking in most career education units. In fact, even at the highest managerial levels, corporate human relations programs have mushroomed in response to the desperate need for skills in intergroup relations. The school is the obvious place to begin the training necessary for working cooperatively in occupational domains, and the guidance counselor is well placed to accomplish this.

One very practical outcome of guidance classes deserves consideration. Counseling, a helping profession usually conducted on a one-to-one basis, is now facing surgery in many districts. The overwhelming problem of understaffed and overworked guidance personnel trying to reach every student may be solved in part through classroom guidance. In that way, it is not only the students whose formal education process ends with the high school graduation who are exposed to a realistic guidance program. Both college-bound youth and dropouts also need the abilities that can help them to seek and secure employment, and guidance classes taught by counselors is one answer.

Using the Guidance Units

The CCEM guidance units, therefore, are designed to cover all aspects of career planning. For example, one of the three career planning units focuses specifically on existing occupations by familiarizing junior and senior high school classes with the *Occupational Outlook Handbook* and the *Dictionary of Occupational Titles*. Lesson plans within the same unit encourage students to assess their own interests and capabilities and to sharpen their decision-making abilities. Another unit covers a spectrum of activities from discussing Maslow's hierarchy of needs to role-playing job interviews. The student is made aware that career decision making is a process, not a point in time. Family background, interests, abilities, and self-concept all contribute to the tentative decision.

In no way does career planning in the CCEM guidance units rigidify or stratify student thinking. One of the unit goals states, "The students recognizes that making a career is a lifelong process, influenced at many points by factors beyond his power to change; he takes account of these factors, holds his plans and expectations tentatively, and maintains his career plans by foreseeing and preparing to meet, avoid, or adapt to such factors." How many adults have been forced to achieve that particular unit goal very painfully and rather late in life?

Students deserve to know what kinds of occupational possibilities are open to people with certain aptitudes and interests. To this end, a second career planning unit combines opportunities for interviewing employed workers on the job and in the classroom with self-evaluation through vocational interest surveys. The culminating activity is the selection of courses for the next year with parent and counselor consultations. Beyond the practical result of scheduling, students are actually learning the steps of decision making and committing themselves to the consequences.

Whether taught during English, social studies, or guidance classes, the high school units are flexible enough to be used by individuals, small groups, or entire classes, and varied enough to be taught to either the college-bound students or the vocation-bound students. The unit for seniors, Making Career Decisions, effectively presents topics ranging from examining life styles to developing values and goal choices, infusing discussions of these extremely

personal attitudes into the English classes' study of plays, movies and books. This particular unit provides another situation for the counselor to team teach with the academic instructor. Novels, essays, poems, and biographies are suggested which deal with topics such as success or failure, setting realistic goals through self-assessment, and becoming sensitive to the continual process of personal change. Because the readings are categorized according to reading difficulty and include such diverse areas as minority cultures, generational differences, and all socioeconomic levels, teachers have a tremendous choice of alternatives. This unit is especially suited to individualized instruction, and the aspect of confidentiality is reinforced through the use of personal journals kept by each student.

Although the importance of work to many individuals is no longer the "religion" of the past, a democratic society does require an informed and involved population. Eventually, even those who measure success by the least amount of money or prestige they can accumulate, can be stopped short by biases in occupations. The guidance unit which exposes those biases to high school students thoroughly explores the subtle, often unwritten restrictions and attitudes that inhibit a truly free choice of occupations. Since most counselors and teachers come from white, middle-class backgrounds, they bear a heavy responsibility to accept their students' differing values and cultural influences and, at the same time, to encourage them to expand their awareness.

To enable students to understand more clearly the concepts of prejudice and discrimination, the unit includes a personal attitude survey. Responses to the same questions are compiled for the entire class and are followed by confidential interviews to ascertain the community's attitudes. The total amount of data gathered can result in an accurate and representative profile of occupational bias, a learning experience far more significant than any text or discussion could afford. Equally important are the follow-up activities investigating the actual hiring practices involving minorities, women, handicapped persons, and ex-offenders. Federal, state, and local agencies, union representatives, and members of national rights organizations are surveyed personally, by phone or by mail.

Another module of the unit on biases in occupations consists of actual worker interviews, essentially an in-the-field check of personal characteristics

and problems. The summarized information from the entire unit then forms the basis for students to re-examine their own attitudes and values and to suggest solutions to overcome the obstacles they have observed.

The job of implementing, infusing, and inservicing any new program is expensive and time consuming. School districts are understandably reluctant to incur any added financial commitments. A practical advantage of the CCEM guidance units is the use of parents and other community members as resource people. In fact, since most adults are necessarily involved in the world of work, career education curriculum is the one area that they are most equipped to help teach. Actually, members of the community could become the strongest advocates of such a curriculum.

The enormous task of implementing a career education program may cause curriculum specialists and guidance counselors alike to wonder whether the only way out is to change their own careers. Should the entire field be infused into traditional curriculum? Who should write, teach, and evaluate a comprehensive curriculum? Whatever the conceptual framework chosen, it must be designed to encourage careful planning, continual evaluation, ongoing revision, and supportive implementation. Learning experiences can be planned to achieve a wide range of educational objectives. One area that educators are presently examining is competency-based criteria for graduation. It appears that many of the features of a comprehensive career education curriculum are already tailored to fit that trend.

## Conclusion

During the past 20 years, the most predictable and consistent characteristic of our world has been its rapid and unusually accelerated change. Over that same period, specific functions and priorities of American public schools have shifted. One push has been toward creating highly specialized professionals, but, during the last few years, economic and technological developments have reduced the demand for their services. The result is that many people with college degrees, counseling and teaching credentials are unemployed. The wealthier segments of the country are now experiencing what the less affluent have always known--the problems of the unemployed and underemployed citizens, and a tight job market.

If it is still the function of the schools to prepare the young to leave the family and to assume an independent role in society, how can those much-maligned institutions respond?

We argue that school, as the single institution which touches the lives of all young Americans, must expand its channels with the world of work. A realistic and practical career education program can provide the opportunities for our youth to acquire and develop essential skills that prepare them to cope with their roles as emerging citizens.

## DISCUSSION

Garry Walz
ERIC Counseling and Personnel Services Information Center
University of Michigan

Probably, few topics are dealt with here at the convention which will impact on each of us as much as career education. I think the importance of this is shown by the fact that the APGA Board of Directors has recently adopted a statement on the relationship between the counselor and career education.

There is so much information in what I've heard today, in what I have read, as well as in what I have learned through continuing contact with the Comprehensive Career Education Model program, that I'm tempted to go in many different directions in responding. A speaker in my position has two possible roles; he can point with pride or view with alarm. I think I'll end up by sharing a little good news and perhaps some bad news in my response.

Clearly the base from which these units have been developed is one of the most extensive in our histroy of funding programs related to career education. The six career education model programs ran for a number of years. They had funding running into the millions of dollars and had the opportunity to build materials directly as a result of field experience. What we've seen presented here today is really an outgrowth of that kind of extensive development.

As I look around the room, I know there are many people here who were in on these programs or who otherwise know that during the existence of these programs there was never, from the viewpoint of many, a happy marriage between career education and the counselor. The fusion between career education and guidance was a distinction or a focus which was never specifically and clearly laid out to the satisfaction of many people. So I went into this paper with a kind of searching question as to whether they have been able to speak definitively with regard to counselor roles and functions within the total career education program.

My opportunity to study and analyze their materials is limited to three items that they have brought here. But, I think we've had three very persuasive speakers with regard to these materials. They obviously have a great deal of commitment to their task. The very fact that these materials have been involved in some form of field testing establishes them as being very different from many of the commercially available materials which you will see over in the exhibit area. From what I have seen, it does seem to me that some of the concepts that were spoken of earlier have been attended to, and these materials are designed to be infused within the curriculum. They have an inherent attractiveness to them in terms of format. So, to me, they look very promising.

I think, however, we're left in the position of saying there are things that each of us would probably want to ask and explore before we made an adoption decision. The real problem, of course, in adopting any career education program is that it's not just the adoption of the material, but also the adoption of a philosophy and probably a very extensive inservice training program that will lead to the materials being appropriately infused. In many cases, it may be one of the most massive adoption decisions a school will make.

With regard to that, I would like to share an area of concern that I have. Jacqueline, you mentioned in your paper that one of the ways counselors had input into the project was in your acceptability studies. However, in reality, counselors influenced the result of that field testing, as I read it in the papers, only to the extent that the administrators that you went to have a guidance background. As many of us know, asking administrators who were formerly counselors as to their view regarding guidance is not the best way to obtain current conceptions as to how guidance should be designed and delivered.

Secondly, as the panel members well know, career education is being implemented at a time of enormous accountability and cost effectiveness concerns on the part of state departments and local schools. I think that in this kind of

climate, it is incumbent upon every adopter to be able to speak to questions like: To what extent do these materials really meet the kinds of performance objectives which have been established for them and against, which we, as a school, will be evaluated? So while it may not have been appropriate for this presentation, I think a vital source of data is to be able to point to performance data by students who have completed the modules. For instance, on how many of the units did 90% or more of the students reach the prior determined objectives? In what areas were there difficulties? I think this kind of performance data is vitally needed for counselors in making adoption decisions.

Since I want to be sure to allow some time for interaction with the audience, I think at this point I will close by saying that we have here an unusual opportunity to acquire educational resources which have been many years in development. These materials have been field tested and affectively formatted by a group of people, mainly AIR, that have enormous resources back of them. But, I think in terms of individual schools making individual adoption decisions, that additional supporting data would be helpful and, in many cases, necessary for a school to be in a position to commit itself to a single decision regarding this career education program that we would like to use. Thank You.